

2019-20 Real Estate Annual Program Plan

I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

Narrative

The purpose of the program is to ensure that students successfully complete at least 45 hours of training in order to meet the requirements of the Bureau of Real Estate (BRE). Our ultimate goal is that each student within the program will sit for the state exam. There are three common goals students have in taking our courses, first are the ones who are looking to buy a home and want to gain knowledge on the process. The second desire is for students who have already purchased a property and now want to understand the process to get a better understanding. The third and final group are students that want to sit for the state exam and become a licensed agent. Many times the first two groups will gain enough knowledge to realize that this could be an actual career option for them and then some students will decide to sit for the state exam.

I.B. Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

Allan Nuttall, Adjunct Real Estate Professor. He teaches the Real Estate courses at Skyline College.

Christine Roumbanis, Dean Business, Education & Professional Programs. Assisted with writing the APP and with the SPOL entry.

II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative

Skyline College's real estate program within the BEPP Division has three course offerings during the spring, summer and fall semesters. R.E. 100 Real Estate Principles, R.E. 110 Real Estate Practice and R.E. 130 California Mortgage Loan Brokering are offered during the spring and fall semesters. During the summer semester we offer R.E. 100 Real Estate Principles, R.E. 110 Real Estate Practice and R.E. 131 Real Estate Finance. All courses meet and exceed expectations of the College and the Bureau of Real Estate (BRE) for the standards of professionalism in the real estate industry. The courses follow the guidelines and are approved from the Bureau of Real Estate (BRE).

The courses are designed to meet the needs of students and the community by developing the professionalism and competency required and expected in the real estate profession. These courses provide a solid foundation in the field of real estate and this knowledge may be used in a real estate career or in pursuit of acquiring or selling real estate as a consumer. Real Estate Principles and Real Estate Practice are required courses, plus one more elective course is required to sit for the state exam. This is why we teach courses of three so at the end of each semester the students are prepared to sit for the state exam and become a licensed agent.

The goals from 2016-17 and 2017-18 were to increase enrollment, retention rates and success rates. Progress made on these goals is shown below:

	2016-17	2017-18
Enrollment	197	168
Success Rates	69.5%	56.0%
Retention	92.9%	85.7%
Withdrawal Rates	7.1%	14.3%

Enrollment has declined 14%, Success Rates 19%, Retention Rates 7% and Withdrawal rates increased 50%. Efforts are needed in increasing success rates and enrollment as well as decreasing the number of withdrawal rates. Although retention rates have maintained an average of 89% which is very high. Faculty will attend professional development workshops at the CTTL to help strengthen student learning, engagement, and support student success. In addition, the department is working to offer the Real Estate program fully online.

II.B. Analysis: Program Environment

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

Narrative

The part-time faculty member is participating in Canvas and Online Pedagogy Training in Spring 2019. The instructor is creating online Real Estate courses which are scheduled for Fall 2019. The Real Estate program enrollment has been in decline and offering online course options should increase enrollment.

II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

- (1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
- (2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Narrative

We learned that all assessment criteria was met for 2017-2018 and in past years. Assessment results are in progress for the current spring 2017 semester. Courses will be assessed and entered into TracDat at the end of the semester.

The R.E. program followed the 3-year assessment cycle for 2017-2018. For 2017-2018, R.E. 100 - Real Estate Principles was assessed on three slo's and met the standards. The criterion benchmark was set at "More than 60% of students will score 70% or higher on the final exam with 100% questions". The criterion was met at 84% of students scoring 70% or higher on the final exam. These are good results, since in 2016-17 the criterion was 60% which was raised to 70% for 2017-2018. Although, the success criterion was met, we raise the criterion to "More than 75% of students will score 75% or higher on the final exam".

Further analysis indicates that R.E. 100 is entry level course for the salesperson exam.

The Real Estate course SLOs were mapped to the ISLOS in 2016-2017.

III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

Narrative

The unduplicated headcount has declined from 2015-16=156 students, 2016-17=130 students and in 2017-18=114 students. Over the three year period that is 42 students. The program is concerned with this steady drop of students and is strategizing on development of offering courses in an online format for access to more students. Over the 2013-2018) the number of male students is 50.2% which has increased female students at 44.6%. Female students in the program continue to decline. The department will promote outreach to attract females to the industry.

The program is concerned with the success rate of 56.0% for 2017-18. It decreased from 69.5% in the previous year (16-17) to 56.0% in 2017-18. This is a key finding that needs to be addressed. Success rates for face-to-face over the five year period 2013-2014 to 2017-2018 were at an average of 65.8% which is lower than the college-wide success rate at 73.4% over the same period. The lower success rates require a more in-depth examination by the BEPP Dean and program faculty. Some strategies we defined are: attendance at CTTL workshops and inviting CTTL on the Go to Division meetings to learn new pedagogy approaches for the classroom, and utilizing support services at the College to increase student success.

Professional Development Activities:

--Participation in training of new technology and software to learn about available tools that can be incorporated into teaching and learning. This training will help the instructor become a proficient user in software and technology that could enhance student engagement, learning, and success.

--Adjunct faculty member will attend CTTL workshops, Canvas online training, and other professional development activities to strengthen student learning, student engagement, support, and success. Outcomes include increased knowledge of program technology, enhanced pedagogy practices, for high quality learning and success for students.

--We will research the possibility of a Real Estate Certificate.

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

(1) What are the findings and/or conclusions drawn?

(2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

Narrative

The Real Estate course SLOs were mapped to the ISLOS in 2016-2017. After we analyzed the previous mapping, we determined there was misalignment of the mapped courses to the ISLOs and was corrected.

IV.A. Strategy for Program Enhancement: Continuation/Modification

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

Narrative

Strategies for Program Enhancement

- Continue to improve face-to-face and online classes by applying most current teaching strategies and pedagogy by attending CTTL workshops learning new pedagogical teaching strategies.
- Consider offering a Real Estate Certificate
- Create small group learning sessions to enhance students proficiency in the Real Estate courses offered which will increase student success.

Associated Objectives

[833-Canvas Online Training](#)

IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

- (1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
- (2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Narrative

See Planning Module.

Associated Objectives

[833-Canvas Online Training](#)